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ABSTRACT

A description of the staff development program in the Dade County (Florida) Public School District is presented. The remarks focus on many elements of the program including needs assessment for staff training, the use of television in various capacities, supplementing the expense of continuing education for teachers and administrators, incentive systems, preservice education and student teachers, teacher centers, school based management for administrators, helping personnel cope with stress, and teacher evaluation. The program involves experditures of approximately $12,000,000. (DS)

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Staff Development, "Is It a Carrot, or Is It a Stick?", depends on your perspective. I am Consultant for Staff Development in Dade County, Florida. My responsibilities are for all personnel within the district. We are the fifth largest school system in the country. We have 235,000 students this year, and in order to be able to educate that many youngsters, and oldsters, because we're talking about adult education, too, (I haven't counted those adults in the 235,000), we have a staff of approximately 25,000 employees. It is my office's responsibility to provide and search out staff development activities for all personnel, whether they are instructional or noninstructional personnel, teachers, paraprofessionals, school bus drivers, security aides, secretaries, administrators, school board members, and so on. How do you do it? Obviously, it takes money. It also took commitment on the part of the district to get things done. Our total budget, Dade County Budget, is nearly a half a billion dollars, including capital outlay. What we put into various types of staff development when we take all of the costs involved and add them up, is approximately $12,000,000, out of a half a billion dollar budget. It is a nice slice! We get a lot of mileage out of it. We have 12,000 teachers, 3,000 paraprofessionals, 1,000 administrators including assistant principals, and approximately 9,000 support personnel. That's a lot of people requiring services. When implementing a new reading series, 6,000 elementary school teachers have to be retrained. If you change from one type of math program, as we did a few years back to another one, 6,000 elementary school teachers have to be retrained. We have approximately 2,000 vocational/adult teachers that teach refrigeration, auto mechanics, etc. - you name it, we've

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got it. We have schools exclusively for pregnant teenagers (two schools). We have schools for youngsters who would normally be suspended (alternative schools); and these teachers take a special type of training. We do most of the training from within the system, but are constantly on the look-out for people to do training for us. That is one reason, seriously, that I was willing to come to Chicago today, because I have had an opportunity to speak with members of various universities to ask them to submit proposals to us on activities that they could involve themselves in with us. We pay the prevailing rate looking for help, and we are willing to buy it.

We budgeted $750,000 into our Teacher Education Center this year. The Teacher Education Center has a council of nineteen (19) members. Ten (10) classroom teachers sit on the council, nine (9) union teachers, one (1) private school teacher, and three (3) parents. The balance are administrators and a representative from our nearest local university.

We are in the process right now of creating a new needs assessment, to try to find out what the teachers want and need. On what do they want to spend $750,000? What will they sit still for on a Wednesday afternoon? It's difficult.

We have television capabilities that we are exploring right now, for four closed circuit units that are being guided into all of our schools on microwave, and two public channels. We are creating packages to deliver staff development to the teachers in the confort of their homes in the evening on UHF, our school board operated public television station. So, if you can put together a good package in behaviour modification, classroom management techniques, phonics, a new way to teach Latin III, - whatever it might be, we are gearing up for that. We can also beam into any junior or senior high school, during a planning period, a segment of staff development for a group of teachers. It's expensive.

We also spend approximately $7,000,000 a year on what we call Redirection.

We pay a teacher a supplement, $3,000 above their regular salary, for a Master's degree in their subject area field - IN THEIR SUBJECT AREA FIELD. And that's a change. We used to pay anybody for a Master's degree. If they got a Master's in Administration/Supervision and wanted to become a principal but never made it, they would continue to get their $1,600 supplement. We didn't feel that we were getting enough for our money. So we said to teachers, "We will only pay for your Master's degree in your subject area field." We had a lot of people who got very excited about that; first of all, $3,000 more! Because we have personnel with certification in administration/supervision, guidance, media, counseling and so on, who are not working in field, we anticipate many teachers returning to college. We provide another carrot, called Tuition Reimbursement. Sign up in an accredited university in a course in your subject area field, and we'll pay your tuition up to nine (9) credits a year, $90.00 a credit. That costs us almost a half million dollars a year, it is paying off, and many of our employees have gone back to school! We provide another program, an incentive for teachers called PIP - Professional Incentive Points. When you're on the way toward that Master's degree, and you're half-way there, to sweeten the pot a bit, we provide a $340 supplement. It sure is an incentive - Professional Incentive Points! They are given primarily for university credit or for staff development Master Plan Points. I want you to realize the difference in these two, as it effects the state and particularly my county. The universities have the exclusive right within the state to offer courses for credit for initial certification, or changes in certificates. If a teacher wants to add something to the certificate, they must go back to a university. We do not handle that through staff develoment. If a teacher simply wants to renew the certificate or extend knowledge, they can take courses through the Department of Staff Development for Master Plan Points which can only be used for the extension of certificate. The state requires six (6) credits every five (5) years of all instructional personnel. That makes

everybody in a five-year period go back to school. Employees can get recertified, extend their certificate, earn a new license, whichever terminology you use, by going back to the university and take six (6) credit hours, or by taking 120 Master Plan Points through the Department of Staff Development, free of charge, toward the extension of certificate. We have a document that is required by the state called a Master Plan for Staff Development that lists all of the courses that we offer to teachers in every subject area field. There is a value for each course, depending on the number of hours you have to spend in it. One hundred twenty (120) Master Plan Points over a five-year period is equal to six (6) semester hours at a university. Keep in mind, the universities are not locked out because one can go either route. Curiously, though, and much to our satisfaction, the state department says if you go the Master Plan route, you must take a reading course. Twenty (20) of your 120 points must be in the area of reading, whether you are a vocational education teacher, or whatever, you've got to take a reading course!

We are very much involved in pre-service with the universities. The Department of Staff Development places all student teachers from all over the country. We may have some of your students. Last year, I personally placed 862 student teachers or interns, or whatever term you use. We have a rather unique placement precedure. At the Superintendent's direction, we only place student teachers in the inner-city schools, schools with large ethnic minorities, because that's where our vacancies occur. And so we do "on the job" training with our incoming people in the inner-city schools. We have an agreement with our union that once teachers get tenure and positions open closer to their homes, they are first in line for those jobs. This creates vacancies in the inner-city schools. We attempt to train our incoming teachers in the types of schools that they are going to work in initially.

I said before that we are looking for consultants from universities for our Teacher Education Center. We budgeted approximately, for this year, $300,000 to

reach out to various universities for services, buying professor's time. In some cases we will be in a position to buy a line position for a whole year, or we may buy a semester or "X" number of hours. The universities also receive an amount of money from the state. It doesn't come to us; it goes to them, the university to provide services to the Teacher Education Centers. Our legislature has mandated that all districts, sixty-seven (67) districts in Florida, will be in Teacher Education Centers by July 1, 1979. Not all the districts are in yet, but I can assure you that by July 1 they will be, or possibly suffer a financial penalty. We receive $3.00 per child to staff our Teacher Education Center. That amounts to $750,000 for this year. Across the state the university system gets approximately $1,800,000 to be subdivided to the districts based upon needs. But the unique thing, and what brings about collaboration and governance by consortium, is that we don't have enough money in our own district to buy the services that we need, nor do the universities have enough. When we merge the two sources, we come up with a significant amount. The legislature has, in effect, forced collaboration. One can't exist without the other. The collaboration throughout the state is becoming more meaningful.

When you go on back to your universities, those of you who are here from universities, what kind of services would you be interested in contracting from your institution? Obviously, basic skills at all levels. We are also searching for courses at the secondary level. Secondary teachers historically have been the step children of staff developement. We can crank out good courses in diagnostic prescriptive reading and mathematics, and we have even created some of our own materials that have been adopted by publishers. Hoffman has our reading program that has sold nationwide. On the royalties of that program, a big part of our curriculum development program is funded. We are looking for basic skills, reading in the content area, things of that nature at the secondary level.

We are about to go into school based management for administrators, finance,

how to put the dollars in the school andhold the principal, his staff and the parents accountable for the expenditure of those dollars. We are required to have parent advisory councils, and they have access to all of our financial records. They know exactly how much money goes into every school. They want to know how it's spent, and they make some very specific recommendations back to the school board on the expenditure of those dollars. We are about to get into more school based management, and we are looking for courses for administrators on how to best handle money, big money. Even a small elementary school could have a budget, with salaries, of approximately $2,000,000.

We are also looking for ways to stay out of trouble. We co-exist very well with our unions for a school district our size, but we co-exist because most of the things we do, most of the inservice that we offer, we offer for administrators, and building stewards. It's important that we all know where everyone is coming from. Many times we create staff development and invite the unions to participate in panels, in discussion, and presentations. It saves a lot of grievances and arbitration. We get our share, but try to avoid them through understanding. We are looking for courses in school law. We are looking for courses in Stress, to avoid administrative "burn-out". Maybe that's selfish on my part, but if you have professionals back at the university level who are heavily into that, let us know. If you have professors back home who have worked in Stress or Time Management I'd like to hear from you.

We run many kinds of workshops. One specifically that we are very much into right now, because of our pupil population, being one-third Hispanic, is a course called Spanish Total Immersion Language Laboratory. We take principals out of their buildings for two solid weeks - 80 hours. The moment they walk through the portals, they speak in Spanish. If they don't, they don't get to eat the first day. First thing we teach them is creature comforts; they need to ask, "Where is the restroom?", and, "What time do we eat?", and from then on, 80 solid hours in Spanish! It has been very, very successful, so if some of you are

looking for some help in that area, we might be able to reciprocate.

Just two more quick things. We are possibly about to be mandated by our state legislature to go into one (1) year internships for incoming teachers. Twenty-three generic teaching competencies have been developed that we are going to require all incoming teachers to have. Keep an eye on us.

Last, I want to give you something to take home - it may not mean anything to you, but it is helping us quite a bit, our "living needs assessment". It is our annual evaluation for full-time teachers. This comes out of Staff Development, not out of the Personnel Office. Every single evaluation form on instructional personnel comes back to our office before they go into the permanent records of teachers. We put all 12,000 through the computer, and find out those areas that seem to be in need of attention. We take these results back to our Teacher Education Center Council. They then take a look at our Master Plan for Staff Development to insure that there are sufficient courses to be able to assist the teacher who needs help; and then if there aren't sufficient numbers of courses, or if the quality of our courses are not adequate, we construct new components to meet the teacher's needs. We are getting good results with our Teacher Education Center, and we have just started. The first message that we got out to our teachers was, "We're going to do things better for you and try to create a bigger carrot." We intend to attract teachers into staff development because we have a better product. And that's the whole backbone of what we are trying to do.

I hope that my remarks today have been somewhat helpful, and I thank you for your attention.